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ABSTRACT

This study analyzed the 1974-75 freshmen academic scholarship recipients at Arkansas State University with respect to their academic potential (ACT scores and rank in high school senior class) and the size of high school from which they graduated. A further purpose was to determine the grade-point average that these students earned during the fall semester, 1975. The results of the study indicated: (1) The 1974 scholarship recipients had an average for all freshmen. (2) Of the two award criteria, rank in class was significantly more predictive of academic performance than the ACT composite score. (3) Those scholarship recipients who maintained a 3.00 average tended to come from larger high schools, ranked higher in the high school senior class, and had higher ACT composite scores. (4) The multiple correlation and regression analysis produced a statistically significant equation; however, the standard error of estimate was large enough to restrict the practical application of the equation. Only rank in class was significantly related to academic performance. (5) Multiple discriminant analysis uncovered a statistically significant differential between the above 3.00 grade-point average group and the below 3.00 grade-point average group. (MJM)

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AN ANALYSIS OF 1974-75 SCHOLARSHIP RECIPIENTS AT ARKANSAS STATE UNIVERSITY

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INTRODUCTION

Institutions of higher learning in the state of Arkansas award academic scholarships to new freshmen annually. The criteria used for the selection of scholarship recipients, the monetary limit of each scholarship, and the total amount of money that each institution may expend are regulated by the Department of Higher Education (DHE).

To be eligible for an academic scholarship in a four-year college or university, a student must rank in the upper ten percent of his high school senior class or he must possess an American College Test (ACT) composite score of twenty-three or above. Exceptions are made for the University of Arkansas at Pine Bluff where an ACT composite score of twenty is acceptable. Rank in the top twenty-five percent of high school senior class is acceptable for scholarship applicants at two-year colleges.

The monetary amount of an academic scholarship cannot exceed general student fees. The maximum time allowed for an academic scholarship is two semesters, renewable for the second semester pending the maintenance of a "B" average during the first semester. A scholarship recipient must take a full load (12 semester hours at ASU) of academic course work to be eligible for the scholarship.

The maximum amount of funds allowed per institution for academic scholarships from state and/or unrestricted cash funds is equal to 50¢ per undergraduate student semester credit hour based on the undergraduate student semester credit hours produced during the last fiscal year.

PURPOSE OF THE STUDY

The purpose of the study was to analyze the 1974-75 academic scholarship recipients with respect to their academic potential (ACT scores and rank in high school senior class) and the size of high school from which they graduated. A further purpose of the study was to determine the grade point average that these students earned during the fall semester, 1974.

LIMITATIONS OF THE STUDY

The study was limited to those new freshmen who were awarded an academic scholarship for the fall semester of 1974.

METHODS AND PROCEDURES

The entire population of scholarship recipients in the fall of 1974 was utilized for the study. The award criteria served as the descriptive variables while semester grade point average was the dependent variable.

Descriptive statistics in bivariate form were employed to present the simple cell and column comparisons. Multiple regression analysis and multiple discriminant analysis were utilized to determine group differences.

PRESENTATION AND ANALYSIS OF THE RESULT

Applications for Academic Scholarship

The period of time in which applications were received and acted upon was from January 1, 1974, to May 1, 1974. A categorization of the applications follows:

Number of applications received.	356
Number of applicants who did not qualify (faculty member's son or daughter, non-resident or did not meet academic criteria).	36
Number of applications rejected because of a lack of funds .	26

Number of applications approved	294
Number of applicants who did not accept scholarship	35
Number of applicants who accepted scholarship	259
Number of applicants who accepted scholarship but did not enroll.	23
Number of applicants who enrolled	236
Number of scholarship recipients who withdrew before end of semester	5
Number of scholarship recipients who finished semester.	231
Number of scholarship recipients who earned a 3.00 or higher GPA at the end of the fall semester; scholarship was continued in the spring semester for these students	151
Number of scholarship recipients who earned less than a 3.00 GPA at the end of the fall semester; scholarship was not continued in the spring semester for these students	80

The foregoing descriptive list reflects that 82.6 percent of those who applied for an academic scholarship were approved. Of the 294 applicants who were approved to receive the scholarship, 236 actually enrolled for the fall term. The enrollment percentage amounted to 80.3. Only 5 of those who enrolled dropped out during the semester. Approximately 65 percent of the 231 who finished the semester earned a 3.00 or higher grade point average and retained the scholarship.

Since the limitation for awarding scholarships is based upon a gross sum of money and not upon the number of actual recipients, the rejection/non-retention ratio should be carefully considered in the number of scholarships actually approved. An analysis of these data suggests that approximately 60 percent of the money available for scholarships should be obligated for the fall since the failure rate will sufficiently reduce the spring semester demand to maintain the overall limit.

Data Analysis and Results

The analysis scheme was designed to identify differences among general academic scholarship recipients as these relate to the size of their high school senior class, the rank of the recipients in their high

school senior class, and the American College Test (ACT) composite scores earned by the recipients. The first three tables disclose the bivariate distributions with the number in each category and the grade point average for that category.

The 231 scholarship recipients who finished the fall semester of 1974 had a semester grade point average of 3.13 compared to the 2.17 grade point average for all freshmen. Approximately one out of three scholarship recipients did not maintain a 3.00 (A = 4.00) grade point average and, therefore, did not have their scholarship renewed for the second semester. However, only 3.89 percent of the recipients (9 students) had a grade point average below a 2.00 and only one of the nine had a grade point average below 1.00.

The distribution of grade point averages for the 1974 scholarship recipients in relation to their rank in the high school senior class is disclosed in Table I. The column grade point averages reveal a direct relationship between rank in high school senior class and academic performance. Moreover, the probability of retaining the scholarship increased with rank progression. Approximately 70 percent of the recipients ranked in the upper 10 percent of their class while almost 87 percent ranked at the 80th percentile or better. Almost three out of four recipients who ranked at the 90th percentile or better retained their scholarship while only one out of two retained their scholarship if they ranked between the 69th and 89th percentiles. One recipient ranked between the 50th and 59th percentiles and retained the scholarship.

The American College Test scores earned by scholarship recipients and their first semester grade point averages are reflected in Table II. Column grade point averages tended to increase in direct proportion to

TABLE I

FALL 1974 SCHOLARSHIP RECIPIENTS
CLASS PERCENTILE RANK AND FIRST SEMESTER GRADE POINT AVERAGE

FIRST SEMESTER GRADE POINT AVERAGE	CLASS PERCENTILE RANK							
	1-39	40-49	50-59	60-69	70-79	80-89	90-99	TOTAL
3.75-4.00	0	0	0	0	2	2	37	41
	.00	.00	.00	.00	3.80	3.80	3.89	3.88
3.50-3.74	0	0	0	0	2	5	23	30
	.00	.00	.00	.00	3.54	3.57	3.59	3.58
3.25-3.49	0	0	0	0	2	3	26	31
	.00	.00	.00	.00	3.32	3.32	3.37	3.36
3.00-3.24	0	0	1	1	4	10	33	49
	.00	.00	3.07	3.20	3.05	3.09	3.09	3.09
2.75-2.99	0	0	0	0	3	5	17	28
	.00	.00	.00	.00	2.82	2.83	2.85	2.84
2.50-2.74	0	1	0	1	1	4	12	19
	.00	2.50	.00	2.53	2.60	2.57	2.61	2.59
2.25-2.49	0	1	0	2	2	3	9	17
	.00	2.40	.00	2.41	2.33	2.44	2.33	2.36
2.00-2.24	0	0	0	0	3	2	2	7
	.00	.00	.00	.00	2.07	2.17	2.06	2.09
1.75-1.99	1	0	0	0	0	0	1	2
	1.93	.00	.00	.00	.00	.00	1.94	1.93
1.50-1.74	0	0	0	2	0	0	0	2
	.00	.00	.00	1.56	.00	.00	.00	1.56
1.25-1.49	0	1	0	0	0	2	1	4
	.00	1.27	.00	.00	.00	1.40	1.27	1.35
1.00-1.24	0	0	0	0	0	0	0	0
	.00	.00	.00	.00	.00	.00	.00	.00
.00- .99	0	0	0	0	1	0	0	1
	.00	.00	.00	.00	.33	.00	.00	.33
COLUMN TOTALS	1	3	1	6	20	39	161	231
COLUMN G.P.A.	1.93	2.14	3.07	2.27	2.86	2.91	3.27	3.13
SCHOLARSHIPS RETAINED	0	0	1	1	10	20	119	151
PERCENT	.00	.00	1.00	.16	.50	.51	.73	.65

ACT scores with one exception. The grade point average for those recipients whose ACT score fell between 23 and 27 was not as high as the next lower class but this was principally due to one score at the lower extreme of the range. An inspection of the precent by column retaining the scholarship reflected a slightly irregular pattern. The lowest ACT score category, 1-12, had three members and two of the three maintained the scholarship while only 5 of 11 in the 13-17 category retained the scholarship. The retention probability rose to .71 for the 18-22 category but fell to .61 for the 23-27 category. The 22 members of the 28-32 category had the highest probability for scholarship retention. It was obvious from an inspection of the matrix that the relationship between academic performance and ACT score, while direct, was small.

Speculation as to the underlying causes for 60 recipients with an ACT composite score of 23 or more losing their scholarship was interesting. An ACT composite score of 23 represents the 74th percentile nationally and the 79th percentile at Arkansas State University. Such a score would indicate a strong probability for the maintenance of a "B" average. Nevertheless, the percentage of this group who failed to maintain a "B" average was the same as the failure percentage for the entire group of 231.

The size of the high school senior class and the first semester grade point average are disclosed in Table III. Class size was categorized to reflect section scheduling in a typical high school. The first category, representing a high school senior class of 25 or less and where only one section of a class would ordinarily be offered, was considered to be substantially different from the 26-50 category where two sections could be scheduled. Both would be different from the 51-75 category where two, three, or four sections might be available in a variety of course offerings.

TABLE II

FALL 1974 SCHOLARSHIP RECIPIENTS
AMERICAN COLLEGE TEST SCORES AND FIRST SEMESTER GRADE POINT AVERAGES

FIRST SEMESTER GRADE POINT AVERAGE	AMERICAN COLLEGE TEST SCORES						
	1-12	13-17	18-22	23-27	28-32	33-36	TOTAL
3.75-4.00	0	0	7	25	9	0	41
	.00	.00	3.89	3.86	3.91	.00	3.88
3.50-3.74	0	2	6	20	2	0	30
	.00	3.67	3.57	3.58	3.58	.00	3.58
3.25-3.49	0	1	6	18	6	0	31
	.00	3.33	3.40	3.35	3.35	.00	3.36
3.00-3.24	2	2	14	29	2	0	49
	3.06	3.13	3.10	3.09	3.03	.00	3.09
2.75-2.99	0	3	5	18	2	0	28
	.00	2.85	2.89	2.83	2.84	.00	2.84
2.50-2.74	0	1	3	14	1	0	19
	.00	2.61	2.60	2.58	2.60	.00	2.59
2.25-2.49	1	2	3	11	0	0	17
	2.25	2.35	2.32	2.39	.00	.00	2.36
2.00-2.24	0	0	2	5	0	0	7
	.00	.00	2.06	2.11	.00	.00	2.09
1.75-1.99	0	0	0	2	0	0	2
	.00	.00	.00	1.93	.00	.00	1.93
1.50-1.74	0	0	0	2	0	0	2
	.00	.00	.00	1.56	.00	.00	1.56
1.25-1.49	0	0	0	4	0	0	4
	.00	.00	.00	1.35	.00	.00	1.35
1.00-1.24	0	0	0	0	0	0	0
	.00	.00	.00	.00	.00	.00	.00
.00- .99	0	0	0	1	0	0	1
	.00	.00	.00	.33	.00	.00	.33
COLUMN TOTALS	3	11	46	149	22	0	231
COLUMN G.P.A.	2.82	2.97	3.17	3.07	3.50	.00	3.13
SCHOLARSHIPS RETAINED	2	5	33	92	19	0	151
PERCENT	.66	.45	.71	.61	.86	.00	.65

The last four categories were deliberately chosen to reflect what seems to be the most discriminating size differentials with regard to course variety, staff differentiation, and non-academic undertakings.

An inspection of the column grade point averages suggests that a direct linear relationship did not exist. The two highest categories were at either extreme. A further examination of the number and percent retaining the scholarship confirmed the pattern. The probabilities suggested that a curvilinear relationship existed. The category with the highest grade point average and with the greatest probability for maintaining the scholarship was the category representing those recipients whose high school senior class had more than 400 members. The category representing those recipients whose class had 25 or fewer members had the second highest grade point average at 3.34 and the second highest success probability. The pattern of probability dips to its lowest point in the middle class which represented those recipients whose class had 76-150 members. It would be interesting to determine those factors which account for the curvilinear pattern.

The 231 scholarship recipients are shown in Table IV by award category. Those students who were awarded a general academic scholarship based upon an ACT composite score of 23 or more but lacking a class rank in the upper 10 percent are reflected in the first three columns. Those students who were awarded a scholarship based upon a class rank in the upper 10 percent and not having an ACT composite score of 23 or higher are shown in columns four through six while those students who were awarded a scholarship based upon both criteria are shown in columns seven through nine. The last three columns reflect group totals.

Seventy of the 231 were awarded scholarships based exclusively upon an ACT score. This group represented 30 percent of all scholarships

TABLE III

FALL 1974 SCHOLARSHIP RECIPIENTS
NUMBER IN HIGH SCHOOL SENIOR CLASS AND FIRST SEMESTER GRADE POINT AVERAGE

FIRST SEMESTER GRADE POINT AVERAGE	NUMBER IN HIGH SCHOOL CLASS							
	1-25	26-50	51-75	76-150	151-300	301-400	401-999	TOTAL
3.75-4.00	4	6	7	3	10	7	4	41
	3.83	3.87	3.95	3.93	3.82	3.93	3.83	3.88
3.50-3.74	2	6	3	8	6	2	3	30
	3.56	3.60	3.52	3.58	3.60	3.61	3.60	3.58
3.25-3.49	3	2	3	8	7	6	2	31
	3.35	3.34	3.28	3.36	3.36	3.40	3.41	3.36
3.00-3.24	2	8	7	12	12	7	1	49
	3.12	3.09	3.10	3.09	3.11	3.04	3.00	3.09
2.75-2.99	0	5	3	14	4	2	0	28
	.00	2.86	2.88	2.85	2.80	2.77	.00	2.84
2.50-2.74	0	3	3	4	5	4	0	19
	.00	2.54	2.54	2.63	2.58	2.63	.00	2.59
2.25-2.49	0	6	0	6	4	1	0	17
	.00	2.38	.00	2.38	2.33	2.29	.00	2.36
2.00-2.24	0	0	0	3	1	3	0	7
	.00	.00	.00	2.17	2.00	2.06	.00	2.09
1.75-1.99	0	2	0	0	0	0	0	2
	.00	1.93	.00	.00	.00	.00	.00	1.93
1.50-1.74	1	0	0	0	1	0	0	2
	1.61	.00	.00	.00	1.50	.00	.00	1.56
1.25-1.49	0	1	0	1	1	1	0	4
	.00	1.27	.00	1.27	1.40	1.41	.00	1.35
1.00-1.24	0	0	0	0	0	0	0	0
	.00	.00	.00	.00	.00	.00	.00	.00
.00- .99	0	0	0	1	0	0	0	1
	.00	.00	.00	.33	.00	.00	.00	.33
COLUMN TOTALS	12	39	26	60	51	33	10	231
COLUMN G.P.A.	3.34	3.04	3.31	2.98	3.13	3.09	3.59	3.13
SCHOLARSHIPS RETAINED	11	22	20	31	35	22	10	151
PERCENT	.91	.56	.76	.51	.68	.66	1.00	.65

awarded and exhibited the poorest academic performance. Thirty-eight of the 70 failed to maintain a 3.00 grade point average. Their performance, however, as a group was considerably better than all freshmen, better than that required for degree credit, and if continued until graduation, would be sufficient for awarding the baccalaureate degree.

Those scholarship recipients who received the award based exclusively upon rank in the upper 10 percent of their class numbered 60, and they represented 26 percent of all scholarship recipients. Forty of the 60 (67 percent) maintained a 3.00 grade point average or better while 20 (33 percent) failed to do so. The 20 who lost the scholarship, however, displayed an academic performance considerably above the average performance of freshmen.

One hundred and one of the 231 scholarship recipients had an ACT composite score of 23 or better and ranked in the upper 10 percent of their class. The group had the highest overall grade point average and the greatest probability for maintaining a 3.00 average. Only 22 of the 101 failed to meet the 3.00 requirement but their grade point average was 2.60 which indicated a strong achievement record.

When viewed in distinct award groups, it was apparent that those students who were awarded a scholarship based exclusively upon the ACT composite score had the lowest academic performance record followed by those students who were in the upper 10 percent of their class. It was not surprising that the best record was made by those who had met both award criteria.

It is important to emphasize, nevertheless, that the requirement of 3.00 for maintaining the scholarship is an arbitrary requirement and that the occurrence of failure to meet that requirement does not render the criteria invalid. It was obvious from an examination of the first

TABLE IV
FALL 1974 SCHOLARSHIP RECIPIENTS
BY
AWARD CATEGORY

	SCHOLARSHIP AWARDED ON ACT			SCHOLARSHIP AWARDED ON RANK			SCHOLARSHIP AWARDED ON BOTH			TOTAL		
	NUMBER	PERCENT	GPA	NUMBER	PERCENT	GPA	NUMBER	PERCENT	GPA	NUMBER	PERCENT	GPA
ABOVE 3.00	32	46	3.33	40	67	3.40	79	78	3.56	151	65	3.47
BELOW 3.00	38	54	2.35	20	33	2.58	22	22	2.60	80	35	2.48
TOTAL	70	30	2.80	60	26	3.13	101	44	3.36	231	100	3.13

four tables that the practice of awarding general academic scholarships was a justifiable one and that it attracted a talented student who had a high potential for academic success.

The remaining tables disclose the results of two multivariate statistical treatments which were employed to formulate analytical equations for comparative and predictive purposes. The statistical procedures were multiple correlation and regression analysis and multiple discriminant analysis. The first is a technique which permits the user to develop an equation to predict a given occurrence, in this instance, first semester grade point average. The second provided comparative statistics in a predictive mode for group membership, in this case, whether or not the student maintained a 3.00 grade point average.

A scatter plot of each of the three independent predictors with the grade point average criterion uncovered two factors which severely restricted the effectiveness of treatments which employ correlational analysis. The grade point average of the subjects tended toward the upper extreme of the range which caused a truncated distribution positively skewed. Since little variation was possible, small correlation coefficients were expected. A second limitation involved the curvilinear pattern exhibited by the variable representing the size of the high school class. This limitation was overcome but the aforementioned problem of a truncated range remained and tended to compound the treatment difficulties. The reader should consider these restrictions in the following narrative.

Simple correlation coefficients for four variables were disclosed in Table V. Only rank in class was found to be significantly related to grade point average. Since performance and class size had been shown

to have a somewhat curvilinear relationship, it was necessary to develop a slightly modified analytical scheme. Bottenberg and Ward (1963) had demonstrated that a second-degree polynomial was appropriate as a generated vector where the generated vector elements were the squared values of the corresponding elements in the curvilinear vector. The inclusion of the generated vector improved the relationship measure, but it did not improve the practical application of the technique.

The multiple regression results are reflected in Table VI. The column of z weights represents the beta coefficients which resulted when the raw data was standardized while the column of x weights represent the b weights used in the predictive equation for raw data. The multiple correlation coefficient was .51 while the R-Square was .2561. R-Square is an index of determination which indicates the percent of variance explained by regression. While both the multiple correlation coefficient and the R-Square were statistically significant, they were not sufficiently large to permit broad application of the equation.

TABLE V
SIMPLE CORRELATION COEFFICIENTS MATRIX

VARIABLE NO.	VARIABLE NAME	VARIABLE 1	2	3	4
1	CLASS SIZE	1.00	.04	.10	.15
2	CLASS RANK	.04	1.00	.46	- .14
3	FIRST SEM. G.P.A.	.10	.46	1.00	.15
4	ACT SCORE	.15	- .14	.15	1.00

TABLE VI
MULTIPLE REGRESSION ANALYSIS RESULTS WITH
THREE INDEPENDENT PREDICTORS
(COLLEGE G.P.A. = DEPENDENT VARIABLE)

VARIABLE	Z WEIGHT	X WEIGHT
CLASS SIZE	.0496	.0238
CLASS RANK	.4839	2.8798
ACT SCORE	.2080	3.6240
INTERCEPT		-35.6972

MULTIPLE CORRELATION = .51
R-SQUARE = .2561 ESS = 640386.56

Multiple discriminant analysis was also employed to compare the group of scholarship recipients who maintained a 3.00 to that group which failed to do so. Means and univariate F-Test results are shown in Table VII. An examination of the means for each variable reveals that those students who maintained a 3.00 grade point average tended to have graduated from larger high schools although not significantly larger. Their class rank was significantly higher than their counterparts who did not maintain a 3.00 average. The mean ACT composite score for the above 3.00 group was 23.9404 while the mean for the below 3.00 group was 23.2630. Although the difference was not significant, it was interesting to observe that the mean ACT composite score was only slightly above the minimum score needed to obtain a scholarship. Approximately 68 percent of all scholarship recipients had an ACT composite score in the 20-27 range.

TABLE VII
MEANS AND UNIVARIATE F-TEST RESULTS

VARIABLE NO.	VARIABLE NAME	MEANS ABOVE 3.00	MEANS BELOW 3.00	UNIVARIATE F-TEST* F-RATIO	UNIVARIATE F-TEST* PROB.
1	SIZE OF HIGH SCHOOL CLASS	166.3179	138.5625	2.49	.1119
2	RANK IN HIGH SCHOOL CLASS	91.8874	84.8750	27.0986	.0000*
3	ACT COMPOSITE SCORE	23.9404	23.2125	2.2630	.1298

*DFB = 1 DFW = 229

The comparative equation statistics for group discrimination are disclosed in Table VIII. The F-ratio of 11.515 was sufficiently large to result in a statistical significant difference in the two groups. The probability exceeded four decimal places. Group centroids which represent a composite score obtained by combining all three variables to obtain maximum discrimination between groups were indicative of group difference. Discriminant weights for each variable and the correlation coefficient of each variable with the discriminant function are reflected in Table IX.

While the predictive analysis did not produce a completely useful equation, strong trends were suggested. Academic performance was found to be related actually as well as conceptually to the scholarship award criteria, and overall performance indicated the wisdom employed in the award process.

TABLE VIII
MULTIPLE DISCRIMINANT ANALYSIS RESULTS
FOR TWO GROUPS

STATISTIC		RESULT
WILKS LAMBDA		.868
DEGREES OF FREEDOM	B = 3	W = 227
F-RATIO		11.515
PROBABILITY		> .0000
ABOVE 3.00 CENTROID		79.5444
BELOW 3.00 CENTROID		74.1506

TABLE IX
DISCRIMINANT WEIGHTS AND CORRELATIONS
WITH DISCRIMINANT FUNCTION

VARIABLE	DISCRIMINANT WEIGHTS	CORRELATION DISCRIMINANT FUNCTION
CLASS SIZE	.0107	.2854
CLASS RANK	.6480	.8949
ACT COMPOSITE SCORE	.7616	.2720

FINDINGS AND CONCLUSIONS

1. There were 356 applicants for a general academic scholarship. Two hundred and ninety-four were approved. Thirty-five approved applicants rejected the offer of a scholarship and 23 accepted the scholarship but did not enroll. Five scholarship recipients dropped out of school during the semester. Of the 23 scholarship recipients who completed the semester, 151 maintained a 3.00 (A = 4.00) grade point average. Of those who applied, 82.6 percent were approved and 80.3 percent of the approved applicants enrolled. Sixty-five percent of those scholarship recipients who finished the semester made a 3.00 or higher grade point average.

2. The 1974 scholarship recipients had an average grade point of 3.13 which is almost one letter grade higher than the average for all freshmen.

3. Of the two award criteria, rank in class was significantly more predictive of academic performance than the ACT composite score. Those students who met both criteria had better achievement records than those students who met only one of the two criteria.

4. Those scholarship recipients who maintained a 3.00 average tended to come from larger high schools, ranked higher in the high school senior class, and had higher ACT composite scores. Only rank in class, however, was found to be significantly different.

5. The multiple correlation and regression analysis produced a statistically significant equation; however, the standard error of estimate was large enough to restrict the practical application of the equation. Only rank in class was significantly related to academic performance.

6. Multiple discriminant analysis uncovered a statistically significant differential between the above 3.00 grade point average group and the below 3.00 grade point average group. Unfortunately, the discriminant function did not separate the groups sufficiently to avoid substantial overlap.

7. The requirement of a 3.00 grade point average for maintaining the scholarship during the second semester is an arbitrary requirement and failure to meet that requirement does not render the award criteria invalid. Academic performance is a function of a wide variety of social, personal, and economic factors. Rank in class and ACT composite score represent only two explanatory variables. An examination of the data, however, strongly supports the educational validity of awarding academic scholarships and demonstrates conclusively that talented students who have high potential for academic success are attracted to the University through the academic scholarship program.